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ABSTRACT

The concern of Indian communities for quality education and their insistence on community control of their schools makes school staff development vital. The strategy for staff development outlined in this handbook gives a community one way to make an instant response to staff needs. Workshops place school staff in a stronger position to work with students and communities and their educational problems. Nine chapters cover the following topics: (1) Why a workshop for staff development in Indian education is needed - advantages and alternatives; (2) Planning, establishing needs, objectives, format, proposal and budget; (3) Site selection; (4) Participant selection-qualifications, workshop continuity, application procedures; (5) Selecting the staff - types of staff, qualifications, resident and visiting staff; (6) Workshop content: language and language arts; Indian culture and education; curriculum and materials development; enrichment areas; place of linguistics in workshop curriculum; (7) Workshop schedule; (8) Resource materials; and (9) Evaluating the workshop. Appendices furnish information on interest groups and resource centers, questionnaires for workshop evaluation, and guidelines for preparation and certification of teachers of bilingual/bicultural education. (CHK)

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Handbook for Staff Development Workshops In Indian Education

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Center for Applied Linguistics

CENTER FOR APPLIED LINGUISTICS
HANDBOOK FOR STAFF DEVELOPMENT WORKSHOPS
IN INDIAN EDUCATION

prepared by
The Indian Education Clearinghouse
of
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Preface

The Center for Applied Linguistics has long been concerned with quality in Indian Education and has dedicated its efforts to strengthening the ability of tribes and communities to achieve their own educational goals. This handbook, which grows out of the Center's extensive experience in this field, was prepared under the supervision of William L. Leap, director of American Indian Projects at CAL, with the assistance of Rosemary Tripp and Lawrence Flint. Gaynelle Henderson-Long assisted with the editing and final preparation of the text for publication. This project was supported by funding awarded through a US Office of Education EPDA grant (G007408972) to the University of Utah, and has benefited from the comments and suggestions of many Indian educators including: Courtney Cazden, Evelyn Hatch, Michael Krauss, Deni Leonard, Lance Lujan, Beatrice Medicine, Nancy Modiano, Anne Montgomery, Beatrice Myers, John Peterson, Jr., Paul Platero, Muriel Saville-Troike, Faralie Spell, and Dave Warren. It is our sincere hope that this handbook will contribute to the ongoing efforts of Indian people throughout this continent to improve the effectiveness of educational programs within their home communities.

Rudolph C. Troike, Director
Center for Applied Linguistics

The quest to secure the highest quality of education within local school programs has been a dominant, and frequently frustrating, concern of all Indian communities. A common expression of this concern is now found in the almost universal insistence that community personnel take on major responsibilities for their children's education. Staff development, in this sense, is an integral part of the move toward community control of their own affairs. While we can place hope in the contribution which bilingual-bicultural teacher-training programs will make to Native staff development, such programs will, in the main, affect the quality of tomorrow's teachers. Today's staff needs must also be addressed. The strategy for staff development outlined in this handbook gives a community one way to make an immediate response to these needs. Summer workshops cannot guarantee an instant solution to the problems facing the Indian student and the Indian community where the educational process is concerned. Workshops, however, can promise that the members of the school staff will be in a stronger position to work with the student and with the community in moving closer to that solution.

William L. Leap, Director
American Indian Projects
Center for Applied Linguistics

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Introduction:
Why a Workshop for Staff Development in Indian Education?

A STATEMENT OF NEED

The past ten years have seen the function of Indian education undergo extensive reorientation and redesign. No longer must it serve as a one-way street, leading away from the community and into an alien, mainstream culture. Instead, formal education is now able to offer a means by which the community members can keep in contact with community traditions. This new function adds a sense of promise to the movement toward Indian self-determination and community self-development. It also places new responsibilities and heavy demands on the local educational program in terms of management, material resources, and staffing. As equal time and effort come to be devoted to the native language and culture in the classroom, persons previously not a part of the instructional program -- community leaders, elders, and traditional authorities -- are taking on pivotal roles in classroom activities. Frequently, however, their expertise is neither recognized nor measured in certification requirements or in job descriptions. Although it is these people with competence in the native language and knowledge of the native culture who can best guarantee the development of the instructional materials and classroom strategies which respect the heritage of the Indian student, they often find themselves subordinated to the certified, non-Indian classroom personnel who hold the more prestigious and better paying staff positions.

Training and certification of Native American people to teach in Native American schools has become an issue of greatest concern in all Indian communities. That much work needs to be done is clear. The Navajo Division of Education reports that 2,000 fully trained native teachers are needed to implement an effective bilingual education program on that reservation; at present, however, only 40 such teachers are available. The situation reported for the Rosebud Sioux reservation seems quite typical of the national scene: while 67 percent of the students in the reservation's schools are Sioux, 98 percent of the teachers are Anglo.

In response to this need, many Schools of Education now allow for a

bilingual or multicultural component in their elementary and secondary teacher training programs. For the younger members of the community, this may be an effective training option. But for persons with families, existing school-related jobs, or other political, economic, or ceremonial responsibilities in the home community, it may be more difficult to make the transition to student status which full-time college enrollment requires. Participation in a university program more frequently means enrollment in a series of single courses, taken in inconsistent sequence, at inconvenient hours, and at inconvenient locations.

There is a need for programs which offer systematic training for such individuals, training appropriately designed to meet their particular needs as well as the needs of the home community. Nowhere is the need for personnel training more essential than in the area of native language arts. When the Europeans first arrived on this continent, as many as 1,000 native languages and major dialects were being spoken by its original inhabitants. Today, north of Mexico, 206 of these languages remain by best estimate. Of that number, 49 have fewer than 10 speakers, all of whom are over fifty years of age. The passing of these people literally means the death of these languages, unless steps are taken to capture this knowledge. Communities where the language is spoken by a larger percentage of the population are not exempt from these concerns. The English-only emphasis of established school curricula threatens a similar loss of fluency in traditional languages for the younger generation in future years, unless alternative strategies are designed.

Indian communities have begun to respond to this need in a variety of ways. Some place emphasis on programs of oral language instruction and hold formal classes in the Indian language during or after school hours. In other communities, written forms of the native language have been developed so that literacy as well as oral language fluency can be developed. External funding to support these efforts is available. Only one federal program gives Indian language maintenance as a goal in its own right or as an official priority, and access to the funds is highly competitive.

It is, therefore, essential that each community build a basis for language maintenance within its own population. To do this, the community membership must have access to the technical skills of language analysis and language teaching, to complement the styles of language teaching and language learning which may already be a part of the community's linguistic tradition. Toward this goal, staff development in Indian education must now be directed.

ALTERNATIVE MEANS TO STAFF DEVELOPMENT

Staff development for Indian school programs, then, has come to mean two things: the provision of more Native American staff, and the expansion of opportunities for skills development for existing staff to meet certification requirements and community educational priorities.

As noted above, full-time enrollment in university teacher training programs is not always a viable alternative. The more immediate answer to staff development needs may be programs of in-service training. Three approaches to in-service training are now being used successfully in a variety of school contexts:

1. Extension courses. A school contracts with an accredited educational facility to offer a sequence of courses on-site throughout the school year. These are generally available either in the evening or on weekends.

2. Program monitoring. A consultant or consulting agency is hired to make classroom visits and report the results of such observation to the school staff, to supervise the development of materials and their implemen-

tation in the classroom, and to perform other specific resource and advisory functions.

3. Workshops or short-courses. During school vacation periods (usually the summer months), several weeks are set aside and outside resource persons are brought in to provide training in specific areas of staff development.

ADVANTAGES OF THE WORKSHOP PROGRAM

Staff development needs of the local school program will determine the appropriateness of any in-service training strategy. There are some specific benefits in using the workshop as a means of staff development not permitted by the other alternatives. These benefits include:

1. Concentrated format. A block of time can be set aside for the workshop, during which other professional demands are at a minimum. With sufficient notice, the participants have ample opportunity to schedule other summer commitments around the workshop. Full attention can then be directed toward the tasks of skills development, and content of the workshop can be thoroughly mastered before the participants are called upon to use these skills in the classroom.

2. Opportunity to learn from other participants. The workshop need not only consist of a series of formal lectures. Group sessions can also be scheduled, allowing all participants the opportunity to explore issues of common concern. The questions of one participant can frequently be answered by other participants, who may have faced and overcome that very problem.

3. Flexibility in format. A workshop can be tailored to accommodate a wide variety of topics for discussion. Should an issue prove to be of more concern to some participants than others, the schedule can be adapted to meet both groups' interests.

4. Efficient use of personnel resources. The workshop day can be scheduled to include group and private discussions with the staff in formal and informal contexts. Staff members are on-site long enough to understand the concerns of the school and the home community. This gives them a broader and more sensitive basis for providing relevant advice.

5. Equalization of status differences. Regardless of whether the individual is an administrator, a teacher, or an instructional aide during the academic year, all persons enrolled in the workshop share the common designation participant. In so doing, group cooperation and program cohesion are enhanced.

6. Minimal student expense. A workshop can be run in the local community, bringing the resource personnel directly to the school site. Using this approach, the participants' financial and emotional inconvenience is held to a minimum. If the workshop is held away from the community, the size of the participating group facilitates the opportunity for "package" planning for housing, food and other services. Again, this minimizes the burden which the individual participant must carry to further his personal and professional career goals.

7. Transfer of credit. Some portion of the workshop content may be devoted to instruction which specifically complies with the demands of state-level certification requirements. Such requirements can serve as informal guidelines for defining workshop content and can be reinterpreted to reflect community interests. Depending on the extent of individual participation, arrangements can also be made for participants to earn college credit through state university extension programs or other formats. The importance of accreditation should not be underestimated; some workshops report that participants are willing to attend only if college credit can be obtained.

8. Community control of the program. The school and its community representatives can have a direct hand in planning the workshop and in selecting the staff. School and community members can be present at each class session. Every step can be taken to guarantee that the workshop is meeting the needs for which it was designed.

ORGANIZATIONAL ALTERNATIVES

As a means of insuring effective staff development, the workshop format is highly recommended, particularly in terms of its inherent flexibility and formal organization. In recent years, workshops have been implemented at all organizational levels. These include:

1. Inter-tribal workshops. Usually sponsored by a funding agency with pan-tribal or national scope and held at a convenient location (frequently a university campus or a large school facility).

2. Intra-tribal workshops. Usually sponsored by tribal government, tribal educational authority, or local school program and held at a central location to meet specific needs defined by sponsoring agency.

3. Regional workshops. Usually draw on school personnel from a given geographic area to meet problems common to the region.

Workshops can vary in tribal background of participants, language representation, extent of professional background, or school-program function. Whatever the specifics of their organization, all workshops have one characteristic in common: time and resources are mobilized so that specific goals of staff development can be attained.

How to Begin

THE PLANNING COMMITTEE

Since the workshop will be designed to meet community needs, planning should begin within the local community. Ideally, a planning committee for a summer workshop is selected during the preceding fall, so that there is sufficient time for funding, staff and facilities to be secured, the program planned and participants selected.

The planning committee should include at least one representative from each of the following groups:

- The teaching staff of the community's schools
- The instructional aides of the community schools
- The schools' internal administration
- The schools' external administration (e.g., BIA, county school board, etc.)
- The Parent Advisory Committee or other community group
- The tribal government
- The proposed workshop staff, preferably the proposed director

If interest in the workshop comes from outside the community (from a near-by university, for example) a representative of that group will also take part in planning. If the workshop is to include more than one tribal group, equal representation for each group should be provided. It might also be appropriate to have input from potential participants.

It is the task of the planning committee to integrate the activities of the workshop into existing school programs before, during, and after the

workshop. For this reason, each individual should be aware of the responsibilities entailed in serving on the planning committee and should show clear evidence of continuing commitment to these responsibilities. These responsibilities include:

- establishing the objectives for the workshop
- selecting an appropriate format for the program
- initiating communication with groups and individuals which can be of use to the program
- developing a proposal, especially if external funding is to be sought

The planning committee is also responsible for decisions concerning the site of the workshop, the staff and participants, the specific content of the workshop, the administrative and public relations decisions and the provision for evaluation of the workshop. These topics will be treated in the following sections of the Handbook.

IDENTIFYING NEEDS

The first task of the planning committee is a survey of current program needs to identify critical areas where staff development efforts should be directed. School personnel, students, and community members should be contacted in this survey. Such a survey should seek to identify the strengths and weaknesses of current staff and point to such needs as:

- development of English language skills
- development of Native language skills
- training in basic linguistic concepts
- training in teaching methods
- training in curriculum development
- increased awareness of community traditions and ways they can be integrated into the curriculum

The concerns of the total community regarding the native language and culture should be carefully identified. The results of the survey should be thoroughly discussed by the planning committee and utilized in the careful delineation of workshop objectives.

ESTABLISHING THE WORKSHOP OBJECTIVES

Workshop objectives may be general in nature, for example, to enhance the skills of the staff in reading and writing their native language. They may be very specific, for example, to develop a social studies unit on tribal history. In any event, it is essential that the workshop's objectives clearly reflect the interests and needs of the school staff, as well as the educational priorities and linguistic preferences expressed by the local community.

It is also important that the objectives of the workshop be clearly stated and well-understood by all participants and planners. The participants will then know what is to be expected of them, and what they can expect from the program. Well-written objectives also provide the ground work for a valid and useful evaluation of the workshop, as will be discussed in Chapter IX.

Examples of objectives which might be appropriate to summer workshops for staff development include:

1. Participants will show reading proficiency in the native language at the level of intermediate (high school/adult) proficiency.

2. Participants will be able to identify and understand structural differences between students' first and second languages, recognizing areas of potential interference and positive transfer.

3. Participants will show skill in the language experience (sight word/phonic) approach to the teaching of reading in the native language (English) by conducting a series of practice lessons to be evaluated by staff.

4. Participants will produce a curriculum for an elementary (intermediate/high school) course in science (social studies/mathematics) and develop appropriate materials to implement the curriculum. The curriculum will be reviewed by participants and staff.

Note that in some cases the form of evaluation appropriate to the objective is indicated. In other cases, an instrument or procedure may be required. Workshop objectives may be more precisely stated, especially if the workshop is to focus on very specific tasks.

The planning committee might find the competencies suggested for bilingual/bicultural education teachers in the Guidelines appended to this Handbook useful in determining specific objectives for staff development.

Once consensus on the objectives of the workshop is reached, Native American education interest groups should be notified (for a partial listing, see Appendix I). They should be asked to identify other programs reporting similar intentions for the summer months. Dialogue with those groups should be initiated to share planning concerns and, if desirable, to work toward a joint workshop for the benefit of both communities. Contact should also be established with educational authorities in the immediate area or the state to begin consideration of the critical questions of staffing and workshop location. The assistance of a national resource organization such as the Center for Applied Linguistics might also be sought for these purposes.

WORKSHOP FORMAT

The planning committee should select the organizational style for the workshop which will be appropriate to the proposed objectives and to the composition of the target population. For example, members of the faculty of the University of Utah coordinated a training program for teachers and teacher-aides working in Navajo, Choctaw, Papago, Cherokee, and Acoma schools in the summer, 1975. Funding for the workshop was provided under EPDA auspices, and resource and support services were provided through the Center for Applied Linguistics. Given the scope and complexity of this workshop's objectives, an organizational structure which allowed intertribal program coordination was necessary. Outside language and educational specialists were added to the resident faculty for the workshop; each member of the faculty made site visits to the schools sending participants to the program, both before and after the workshop was held; tribal educational authorities selected the participants and monitored their progress during the program, etc. Conversely, a smaller project with a specific tribal focus can readily be implemented on the local level. Since its participants were drawn from the schools on the reservation, the Choctaw Bilingual Institute could be coordinated through the bilingual education division of the tribe's educational office and staffed by members of the bilingual education program on the reservation. No additional administrative structure had to be created.

THE FUNDING BASE

Final decisions on the scope of the workshop objectives and the details of its administrative structure will naturally depend on, and affect, the nature of the workshop's funding base. Early in the planning, the planning committee should consider whether existing program funds can be used to support the proposed workshop activity or whether external funding will be necessary.

External funds come from two major sources: public and private. Public funds may be federal, state, or county in origin. They are frequently obtained by including the workshop as one component of the staff development package of a larger, community-based funding request. The possibility of assistance through state or county educational agencies should not be overlooked, especially if the proposed workshop contains a definite plan to help classroom personnel attain teaching certification.

Sources of private funding are numerous, especially if the workshop is designed specifically to assist in the development of Native American teaching personnel. A careful study of the funding sources outlined in a listing such as the Directory of American Indian Private Funding Sources, published by the American Indian Higher Education Consortium, may provide useful leads for such funding.

A decision to seek external funding should be made only after careful discussion with representatives of all levels of the community leadership. The obligations inherent in the receipt of funding, including, for example, the copyright ownership of materials produced by the workshop, should be fully explored. While external funding might allow a preliminary effort in staff development, a continuation of such efforts in future summers might be difficult should a shift in priorities cause available funding resources to be re-allocated. A set of options which can guarantee that the benefits of the workshop program will continue once the program ends should be included in any proposal for external funds.

A funding strategy which some programs have found effective involves cooperative funding. Here, the costs of the workshop are divided between the operating budget of the local school(s), the tribal government, the sponsoring agency, and one or more external sources. The Summer Institute of Linguistics for Native Americans at the University of Albuquerque works in this fashion. Operating expenses are met, in part, through funds from participating Title VII programs, student aid from the All-Indian Pueblo Council, assistance from the Educational Resource Center of the Bureau of Indian Affairs, and support from the University's administration.

PREPARING THE PROPOSAL

The proposal should be prepared as a working document which will guide all subsequent phases of the planning. If external support is to be obtained, the proposal will also serve as the core of the funding request. The proposal describes the intent of the workshop, identifies the problem areas toward which the workshop will be directed, and outlines the ways in which the workshop activity will address these areas. If the proposal is to be submitted to an external agency as a request for funding, careful documentation of need for the program, based on a needs assessment, should be presented.

The proposal must therefore:

- identify the number of children being served by the community schools who will benefit from the skills which the participants gain through the workshop experience;

- provide a profile of existing school personnel, noting their special training, interests, and capabilities;
- describe previous and projected plans for staff development, including existing arrangements for in-service training, cooperative relationships with neighboring universities or colleges, program of in-service education during the academic year, etc.;
- identify the persons within the school and elsewhere in the community who will be participating in the proposed workshop program. The criteria for participant eligibility should be detailed, and the relationship between these criteria and the needs toward which the workshop is being directed should also be described;
- indicate the ways in which other community members are currently being involved in the school efforts and comment on future plans for such involvement;
- include a language profile of the community, identifying (or estimating) the numbers of speakers and the extent of their fluency in the native language of the community and in English.

The portion of the narrative which describes the proposed workshop should:

- provide resumes of the experience and qualifications of each person proposed to serve on the instructional staff, or
- provide a job description for each projected staff position and describe the steps to be taken to locate qualified persons to fill these positions;
- identify the areas of staff development which will serve as the major focus for the workshop's effort, adding other areas to be explored for staff enrichment if appropriate;
- describe the selected workshop site, noting assets of the physical facilities and location;
- describe the procedures for evaluation of the workshop, explaining how the effectiveness of the workshop instruction will be monitored and how the contribution of the workshop to an improved quality of education in the school will be assessed. The person (or the agency) to take charge of both phases of the evaluation process should be identified, and the appropriateness of that selection should be explained;
- present a budget outlining projected costs of all phases of the workshop's program, noting the expenses to be covered by the participants and listing the services to be provided on their behalf. (The following section discusses preparation of the budget in more detail.)

Primary responsibility for the development of the workshop proposal, whether for in-house use or for submission to an external agency rests with the planning committee. If a proposal to obtain external funding is to be prepared, it may be necessary to seek technical assistance from local or tribal education authorities or development offices. The staff of agencies such as the Research and Cultural Development section of the Institute of American Indian Arts (Santa Fe), the Coalition of Indian Controlled School Boards (Denver), and the Center for Applied Linguistics (Washington, D. C.) might also be consulted for their suggestions and advice.

PREPARING THE BUDGET

The workshop proposal provides the first formal definition of the projected financial requirements involved in the program. Funding needs will vary with the specific workshop goals and the plans of organization. Some general observations will enter into any budgetary planning; these include the following:

1. Salaries for full-time workshop staff are usually calculated as a percentage of the person's annual salary. Many qualified people have salaries far below those of the less qualified "professional educators." It may be more appropriate and acceptable to the community to negotiate salary directly with each staff candidate.

2. Part-time staff and guest lecturers should be offered an honorarium (usually $100.00 for each day of service). Costs of travel and on-site living expenses should be added to this and included in the workshop budget.

3. Participant stipend should cover:

- travel between the home community and the workshop site (if the workshop is not held locally);
- tuition and fees, if applicable;
- room and board, either through a package program (as is usually offered in a university-administered program) or as a weekly cash allowance;
- a provision for textbooks and supplies.

The "hidden costs" of participation, i.e., telephone calls to family and friends in the home community, expenses of family members who come to the workshop site with the participants, and babysitting or child care costs, should not be ignored when establishing the amount of participant stipend. Some adjustments of support may be necessary, depending on the participant's individual circumstances.

4. One staff person should be budgeted at full time for the duration of the workshop to handle administrative responsibilities of the workshop. This person could be involved to some degree in the workshop instruction; however, his primary role should be clearly defined as program service, and the budget allocations should allow him or her to fulfill that role.

Some workshop programs have found it useful to have a particular member of the staff take charge of recreational and social activities. While this may seem a minor workshop concern, provision for recreation is critical to maintain a high level of participant morale and program effectiveness.

5. Allowance in the budget should also be made for:

- Classroom supplies and materials. Paper, felt pens, glue, tagboard, etc.
- Duplication expenses. Inexpensive reproduction of information sheets, weekly schedules, and materials prepared by the workshop participants should be planned. The benefits of renting a photocopying machine might well be considered.
- Purchase of resource and library materials.
- Participant field travel and recreation.

- Certificates of attendance, especially if formal academic credit is not to be granted.

6. If the funding is not to be administered through the community educational authority or the local school, attention should be paid to the administrative costs (the "indirect" costs) charged by the administrative institution. Such costs need to be carefully worked out, so that the institution not be charged with exploiting or making profit from the Native American community, and also that the real time and effort required by such a workshop be adequately recompensed.

PUBLICITY

Publicity for the workshop should begin early for several reasons:

1. The inquiry which the publicity will stimulate allows an early estimate of the number of persons who may attend the program. This figure will be most helpful when the site for the workshop, questions of necessary physical facilities, and the scope of personnel services are being considered.

2. Early notification allows interested individuals on the school staff the opportunity to reserve time for the workshop in their summer schedule, and to request leave if necessary. It also gives the school administration sufficient time to make appropriate arrangements for their summer staff.

3. Early contact with potential participants allows for full consideration of their ideas and preferences during the planning process. This inevitably makes the workshop more attractive to the participants and more effective in attaining desired goals.

4. Publicity also provides information about the workshop to community members, area educators, and other persons outside the local school. While some of these people may also wish to participate, all will want to know about the program, its intentions, and its benefits.

Many programs have found that publicity can be most effective if carried out in two phases: first, preliminary information is circulated announcing the dates, location, and arrangements for credit (if applicable), as well as a general statement of the workshop objectives. This information is then repeated in a second announcement, adding more comment on the courses of instruction, identifying the staff who will provide the training, etc. All announcements should clearly designate one individual (perhaps someone on the planning committee) who will answer questions and direct formal application procedures.

There are several ways that the workshop program can be announced; any combination can also be used:

1. Flyers which briefly summarize the scope of the workshop;

2. Advertisements in local and area newspapers;

3. Press releases sent to Indian education newsletters and to Indian newspapers with an areal or national focus;

4. Posters for bulletin boards in community centers and in other places (supermarkets, local post offices, churches) where people from the community tend to congregate;

5. Radio and television "spot" announcements on public service programs. The possibility of securing air-time on a local "talk show" to discuss the plans for the workshop program might also be pursued.

The planning committee should expect to receive inquiries from other programs about the workshop and its plans; a brief statement of the program design (or copies of the actual proposal) should be available for use in responding to such requests. Publicity supplies information about the workshop both to prospective participants and to other people whose support will be critical to the program's success. The strategy used to publicize the workshop should be designed to reach as wide an audience as is appropriate to the workshop's goals.

Selecting the Workshop Site

THE QUESTION OF LOCATION

Selection of the location for the workshop will obviously depend on the sponsorship and organization of the workshop and the number of participants. If the workshop is sponsored by the local community, a central site in the community, such as the school building itself, is a logical choice. A workshop with a regional focus, such as the annual Tlingit-Haida-Tsimshian Language Workshops, requires that the choice of workshop site balance factors of accessibility (in this instance, availability of airport facilities) and the location of the instructional staff and material resources.

The BIA-sponsored workshop in cross-cultural education (1969) at Stewart Indian School, Nevada, on the other hand, was designed with a multi-tribal focus. They chose a site unfamiliar to all participants in order to guarantee that the participants not rely on their assumptions about "appropriate environment" during the workshop training. Some tribes operate their own motel or recreational facilities. If appropriate for use as a workshop site, such a facility should certainly not be overlooked.

ESSENTIAL PHYSICAL FACILITIES

The facilities available at the workshop site can strongly influence the morale of the participants and the success of the workshop itself. Hence, the provisions of such facilities should be a serious consideration in the site selection process. Ideally, the site would provide:

- Housing in comfortable, preferably air-conditioned quarters for the individual participants and their families;
- Provision for hot meals and access to kitchen facilities;
- Adequate classroom space -- one central classroom and smaller areas reserved for individual and group work;

- Study rooms or designated work areas for use after-hours by the participants;
- Office space for staff convenient to the classrooms and student housing;
- Library facilities or some provision for storage, display, and circulation of resource materials available to and specifically gathered for the workshop;
- Guest quarters, preferably on-site, for visiting lecturers and other program guests;
- Easy access to medical facilities, especially if some participants are elderly.

PARTICIPANT SERVICES

A wide range of participant services should also be available at the workshop site. These services include:

- Child-care facilities or opportunities for establishing such services;
- Access to typewriters, copying machines, audio-visual facilities;
- Check-cashing and banking facilities;
- Laundry and shopping facilities;
- Access to telephone and effective postal service.

SOCIAL AND RECREATIONAL ACTIVITIES

Provision of social and recreational activities as an integral part of the workshop program is extremely important to the morale of all members of the workshop program. The social and recreational facilities of a potential site should be examined carefully. An area within the student housing facility which can be reserved for informal get-togethers should be identified; it can serve as the location for a get-acquainted "mixer" for staff and participants soon after the workshop opens.

Points of interest near the workshop site should be identified, and the availability of public transportation to those locations should be charted. Particular attention should be paid to the possibilities of field trips to Native American communities or bilingual school programs.

Selecting the Participants

PARTICIPANT BACKGROUND AND QUALIFICATIONS

The needs-assessment and definition of objectives previously discussed will largely delimit the potential group of participants in the workshop. For example, need for improved reading materials in the native language requires that the target group include people with native language fluency; need for better bilingual support in a fledgling program may indicate that the target group should consist of uncertified teacher aides; need for greater sensitivity to cultural diversity suggests that both Indian and non-Indian school personnel, including aides, teachers, administrators and counselors might be included in the workshop. Though somewhat disappointing, it must be accepted that a short summer workshop cannot provide all training to all people. It is best to set reasonable objectives and carefully select the participants according to the candidate's need of training and potential to benefit from the increased activities.

The criteria for selection of participants in terms of their background, experiences, etc., should be decided early and published with the first notification of the workshop. Included in such consideration are tribal or ethnic background, educational training and experience in schools or other teaching-related activities. If specific language skills are a focus of the workshop, the degree of fluency desirable for a participant must be considered. All of these factors will play a pivotal role in the determination of specific program activities and teaching strategies. Such factors should be recognized, as well, in the final selection of workshop staff.

The advantages and disadvantages of having a uniform or mixed level of expertise in each class session should be carefully weighed. For example, if the workshop will devote attention to literacy and orthography skills, it is reasonable to compose the class of either persons who are already literate, as the Navajo Linguistics Workshop does, or only of people who have not yet developed native literacy skills. If the class is mixed, provision should be made for separating the participants according to their

level of skill so that training will be specific to individuals' needs. When participants are at different levels of skill, it can often be very useful and beneficial for the advanced participants, as part of their training, to serve as tutors for the beginning participants.

The relative merits of having Indian and non-Indian participants, or only Native American participants, should likewise be considered. As a first priority, staff development must focus on the improvement of skills of the native personnel in the community school program. Yet the presence of non-native members on the school staff and their skills improvement needs cannot be disregarded. Traditional teacher training programs have rarely dealt with such topics as the needs of the bilingual child or cross-cultural education; hence, workshops in these areas may be particularly pertinent for non-Native teachers.

The Choctaw Bilingual Institute found it beneficial to have both Anglo and Choctaw educational personnel in their summer program. When such topics as the philosophy of bilingual education, history and culture of the Choctaw people and Choctaw-English contrastive grammar were treated, Anglos and Choctaws were in the same class. Then, while Choctaw participants were given intensive training in Choctaw linguistics and in the teaching of reading in Choctaw, the Anglo participants were given a short course in basic Choctaw and methods of teaching English as a Second Language.

On the other hand, inclusion of non-Indians may prove disruptive to the purposes of the workshop. Lack of awareness of Indian patterns of communication and discomfort in unfamiliar cultural settings may lead these participants to behave in ways considered inappropriate by Indian participants. The decision regarding non-native involvement in the workshop should, therefore, be made thoughtfully, keeping program needs and community priorities firmly in mind.

WORKSHOP CONTINUITY AND COMMUNITY INTEREST

The participants, as well as the planning committee, are responsible for sharing the benefits of the workshop with as wide an audience as possible. In addition, then, to utilizing their new skills in their own classrooms, the participants might be encouraged to plan short workshops for their colleagues during the school year. Their potential for leading such training, or for otherwise enlightening the audience of the workshop benefit, should be a consideration in selecting individuals as participants. It is especially important for the planning committee to try to reach influential and respected individuals from the communities to attend or support the program. Further, the long-range wishes of the community must be respected in this selection process as well as all other aspects of workshop planning and implementation.

APPLICATION AND NOTIFICATION PROCEDURES

A formal application procedure should be established, though it may be very simple. Potential participants should be asked to submit information about their background, training, experience and interests, and, if appropriate, an indication of level of skill or language proficiency.

A member or sub-committee of the planning committee or a proposed staff member should be identified as a source of information regarding application status and other relevant questions. Application materials and other information about the workshop should clearly indicate the scope of activities, the requisite level of skills and the depth in which topics will be treated: participants need to know what will be expected of them!

Final decisions on participant selection should be made early enough to let each person reserve the time necessary to attend the workshop and to allow participant input into workshop planning. Early decisions will also

facilitate planning for housing, food, and other local arrangements at the workshop site. Some provision for appeal, in the event that a potential candidate feels he/she was unjustifiably denied admittance to the program, should also be arranged.

Selecting the Staff

THREE TYPES OF INSTRUCTIONAL STAFF

Persons selected to serve as instructional staff may be involved in the workshop in one of the following ways:

1. As resident staff, involved in a variety of tasks for the duration of the workshop;

2. As visiting staff, involved for a more restricted period of time, usually with a narrowly targeted function.

3. As guest lecturer, invited on a one-time basis to enrich a particular portion of the workshop program.

STAFF BACKGROUND AND QUALIFICATIONS

The basic criterion used in the selection of persons to fill staff positions is that he or she be the most qualified person available for the task. For each candidate, three areas of qualification should be considered:

1. Professional background: Is the person familiar with current research and methods in the designated subject area? Is he/she familiar with the methods being used in the participants' classroom and sensitive to the needs and preferences of the target Native American group?

2. Experience: Does the person have experience putting his/her ideas into practice in Native American classrooms? If not, has experience in non-Native American classrooms provided sufficient sensitivity to cross-cultural differences?

3. Effectiveness: Can the person adjust his/her work style to the context and intensity of a summer workshop environment? Is he/she familiar with the backgrounds of the participants in the program? Can he/she adapt

to the traditional styles of learning of the participants?

The sponsoring organization can take the initiative for staff selection, drawing on in-house resources or on contacts outside the organization. The planning committee can also take responsibility for developing a staff, drawing on community people. In any case, the planning committee should play a major role in staff selection. Indian education interest groups and agencies such as the Center for Applied Linguistics can also be consulted for advice in staff selection.

THE RESIDENT STAFF

The resident staff is the backbone of the workshop's instructional program. It should be selected according to the expertise required by workshop objectives and the interests of the participants. The minimal requirements for resident staff are as follows:

1. The resident staff should be familiar with the native language (or languages) spoken by the participants in the program.

- The staff may include persons who are native speakers of the language or who have an acceptable second-language fluency.
- The staff may include persons who, although they are not speakers of the language, have studied the structure and usage patterns.
- The staff may include persons familiar with descriptions of the structure and usage patterns of the language, as may be available in professional journals and through materials prepared by the local community.

At a minimum, one staff person should be sufficiently skilled in the language to serve as a linguistic resource person. If the community already has a language specialist, that person could be invited to assume this responsibility.

2. At least one member of the resident staff should have training and experience in each of the areas defined as workshop objectives by the planning committee. If a specific skills area has been identified as a focus of concentrated effort, several members of the resident staff should be assigned to address that interest.

3. All staff members are expected to be familiar with the culture and tradition of the tribal groups represented in the workshop program. They should be familiar with current educational practice of the local programs, or undertake sufficient on-site visits to learn about the community prior to the workshop.

4. Resident staff should also understand that serving in the workshop program carries with it a full-time responsibility and commitment to the program's participants. Staff are expected to be available for group or private discussions during the workshop day and after hours.

The list of competencies for Bilingual/Bicultural education teachers (appended) can provide many other criteria on which a potential staff member might be evaluated. Where possible, qualified Native Americans should be given priority for resident staff positions. If members of the resident staff are not Native American and have not worked intensively with Native American people in previous programs, the candidate's preconceptions concerning Indian people should be considered and discussed with him. Provision should also be made to acquaint all staff members with the codes of politeness and respect that participants will expect throughout all workshop activities.

The need for a particular member of the resident staff to be assigned the full-time responsibility of workshop administration was noted above. The demands of the position should not be underestimated. Duties include the coordination of transportation and other program support services; processing of weekly evaluations; processing the distribution of honoraria, salaries and student stipends; arranging for housing and travel for guest lecturers; public relations between the workshop and other components of the sponsoring agency. In addition, the workshop administrator will serve as the liaison between the resident staff and the steering committee and will be expected to keep all parties informed on workshop progress. A person skilled in program administration and familiar with the local community is most appropriate for this position.

Acting under the supervision of the planning committee, the resident staff will be responsible for developing a program of instruction which meets the goals of staff development defined by the workshop's objectives. As a part of this process, it may be useful to contact persons involved in previous workshops and to elicit their suggestions for effective program design.

VISITING STAFF AND GUEST LECTURERS

Visiting staff and guest lecturers can be useful to the workshop and enrich the course content. Often, needs-assessments point to the necessity to inform students of, for example, legislation or available resources, in addition to skills development training. It may be appropriate to invite a qualified speaker to discuss the topic for several hours during one week, or make an afternoon presentation. Further, visiting specialists can provide the focal point of a training unit and the stimulus for extended activities to be carried out by the resident staff.

Three particular requirements must be emphasized in selecting all non-resident staff:

1. The person should have a strong background of practical experience working in education programs. That the person can talk from his experiences and provide abundant and specific illustrations is more important than his ability to present a "guiding philosophy" to support his claims or his possession of extensive academic credentials.

2. In every possible instance, outside speakers of Native American background should be selected. The intrinsic value of having members of the Native American community discuss and illustrate their own work in Native American education cannot be underestimated. If a non-Native American visiting lecturer is selected, the qualifications listed above regarding attitude and bias are again important. The background and practical experience of the visitor should be presented to the group when the speaker is introduced to justify the presence of a non-Native American discussing issues in Indian education.

3. Any person invited to serve as visiting staff member or as guest lecturer should provide the workshop participants with an outline of the content of the presentation several days before the visit. This will allow participants an opportunity to prepare their thoughts on the topic prior to the presentation and will give all parties a common ground for discussion.

An early invitation to a designated speaker is necessary to allow him sufficient time to make plans in his summer schedule for the visit. The arrangements for travel, honorarium, and local housing should be specified, and the duties expected during the visit should be detailed. In addition, regardless of the topic of the formal presentation, time should be made available for individual or small group discussions between the visitor and the workshop participants. If possible, the visitor should be housed in a facility adjacent to the participants to encourage informal interaction.

The Workshop Content

Specific instructional content of the workshop will obviously be based on the statement of objectives developed by the planning committee, working closely with the participating communities. The sections that follow suggest some content areas appropriate to staff development efforts.

LANGUAGE AND LANGUAGE ARTS

Undoubtedly a concern appropriate to staff development workshops is language arts instruction. Spoken and written English fluency is essential for any member of American society, regardless of background. Fluency in the native language of the home community is of equal importance, given consideration of the community's interests. If a school is to be able to guarantee that students attain competence in both the community language and English, classroom personnel and administrators need to be fully aware of the critical role language plays in all teaching and learning activities. Given an understanding of how language works and how people use language, school personnel will be better able to design experiences which foster development of language skills and cultural awareness. A summer workshop should be designed to build a greater understanding of the role which language plays in all aspects of classroom instruction, and the techniques which create classroom experiences that encourage, rather than inhibit, the development of the students' language skills.

The workshop's Indian Language Arts Component should include at least one of the following topics:

1. The role of the native language in education: The value of the native language for enhancing subject-matter learning and psychological development in school, and building closer school-community ties. Understanding and appreciating the value and advantages of bilingualism.

2. Using the native language in the classroom: Planning the use of the native language and English in the curriculum and devising lesson plans for content subjects and skills to be taught in the native language.

3. Developing native language skills: Developing or improving native language reading ability; learning and practicing use of necessary classroom vocabulary. (Note: These two activities should have high priority since the lack of these skills on the part of teachers constitutes the major barrier to the effective implementation of a native language educational program.)

4. Teaching native language reading: Methods of teaching students to read in their native language; differences from reading in English; preparation of reading materials; using language experience approach; later transition to reading in English.

5. Teaching, speaking and writing skills: Methods to systematically develop expansion of vocabulary, structural and rhetorical competence and fluency in using the language in various subject-matter and situational contexts at different grade levels.

6. Native language analysis: Basic non-technical introduction to grammar and sounds of native language to develop understanding of structure in relation to curriculum planning, sequencing of instruction, and assessment; and an appreciation of the richness and systematic nature of the language. Attention to relevant dialect differences should be included.

7. Practicum: Supervised practice teaching in the native language, video-taped, if possible, for subsequent analysis and usage. Development of classroom management skills.

8. Methods of second language teaching: How to plan curriculum, organize and teach lessons at different levels when either English or the community language must be taught as a second language.

9. Teaching English language skills: How to develop fluency and accuracy in reading, writing and speaking English in the native classroom. Evaluating, selecting, or preparing appropriate materials for instruction. Recognizing sources of native language interference and assessing student achievement.

10. Principles of linguistic analysis: An introduction to procedures of linguistic analysis designed to provide native speakers with an understanding of general linguistic processes and to encourage them to pursue the further study of their own language.

These are some of the specific topics which should be included in the Indian language arts component of the workshop. Other topics could include English grammar, the development of orthographics for Indian languages or a contrastive analysis of English and the native language. Because the development of student skills in total (Indian and English) language arts is a critical issue in Native American education, it must receive highest priority in staff development efforts of a community school program.

INDIAN CULTURE AND INDIAN EDUCATION

Effective strategies for language arts instruction in Native schools are based on assumptions about the role of Indian culture in Indian education and about curriculum development. Attention should be given to either or both of these issues in the workshop program.

The importance of the heritage of the community and of all Native American peoples as an integral component of the school program must be recognized. Further, it cannot be assumed that, because a person is a member of a community, that person can serve effectively as a teacher of that community's traditions within the formal context of the classroom. The workshop could explore specific ways to use Indian heritage as a resource in curriculum and materials development. Attention might be given

to the diversity of Indian cultures before the colonial period, the history of Indian people during the colonial experience, the present day status of Native American tribes, and the contribution of Indian people to the building of Euro-American society. The history and tradition of specific communities would be considered in similar terms.

Course work intended to treat these topics should be informative above all else, and designed to provide native and non-native participants with facts and sources of information about history and traditions. Workshop sessions should also be designed to allow time to discuss applications of the information to lesson planning and materials development.

CURRICULUM DEVELOPMENT

A workshop focusing on curriculum development should cover the total process of curriculum development, from behavioral objectives to final evaluation, and include, as one part, the preparation of materials. The course might begin with a general introduction to the process of curriculum planning, illustrated through formal demonstration, by participants or by guest lecturers. Such demonstration would explain how and why a given unit was developed, how it might be used, and how the effectiveness of the unit is to be measured. Since a Native American curriculum frequently touches directly on aspects of the native tradition, discussion should treat ways in which tribal or community resources, people and their skills, can be drawn into the development and implementation of the curriculum. Under supervision, groups of participants might try their hand at developing a curriculum unit of their own. These could then be duplicated and distributed to the class as a whole for group comment and evaluation.

If curriculum development is to be included as a major focus of the workshop, one or two content areas with which the workshop will be specifically concerned should be selected. Mathematics, social and natural sciences, and Indian language literacy are examples of such areas. The relationship of Western and Indian concepts, contrasting or complementary, should be fully explored in a discussion of curriculum development in any content area. For example, a mathematics unit could be designed to present Western mathematics in a native language format, could focus exclusively on the mathematics tradition of the local community, or could seek a combination of the two. Similarly, a natural science unit which explores the seasons of the year could appropriately touch on the community's native calendar and the traditional reasonal round.

Workshop participants should be trained to phrase the intentions of any curriculum in terms of measurable objectives. For example, the student should not simply "become acquainted" with the animals in the natural habitat around the community, but should know the names of the ten most frequently encountered animals in that habitat. Further, participants should become aware that a unit is to be constructed to lead the child from specific fact to useful generalization. That is, the child should understand why those ten animals are frequently encountered in a given habitat, and why other animals are found less frequently in that area.

Attention should be paid to the materials which already exist for each of the curriculum areas being explored in the workshop session. Time should be set aside to discuss how community-based materials can be used to enrich commercial materials, whether they should be used alongside the materials, or whether they could replace commercial materials and improve the implementation of the curriculum. The extent to which native terminology can be included in the materials and the extent to which content instruction can be presented in the native language must also be given careful attention throughout the workshop session.

MATERIALS DEVELOPMENT

It may be appropriate to devote a major portion of the curriculum segment of the workshop specifically to the process of materials development. Issues of format, presentation, sequencing, and content of locally-produced materials and commercial materials can be explored. Depending on the experience and interest of the participants, the technical side of materials preparation, including printing costs, binding, and the use of colored inks and paper might also be part of the discussion. This course-unit might point out that materials need not be limited to written works; the development and use of filmstrips, tape recordings, and other media materials to enrich instruction should also be explored. Demonstrations of such media and laboratory practice sessions in their use should be scheduled.

Participants should be encouraged to take materials developed during the workshop back to their home community; this can lead to further thinking and innovation within the local school context during the coming year.

ENRICHMENT AREAS

The preceding areas for workshop concern could be termed major content areas; they represent issues basic to efforts in skills development in Native education. Experience has shown, however, that provisions for skills enrichment in optional or elective areas should also be made in the workshop program. Such enrichment areas help vary the content of daily instruction. If carefully planned, they allow the workshop to touch on a wide range of pertinent issues without detracting from the primary concerns of the participants and the workshop staff.

Enrichment topics are usually explored in small class sessions by persons with specific interests in the given area. They may also serve as the focus for lunch-time dialogues or for informal, after-hours discussions. The number of enrichment areas to be included in the workshop's program will depend on the expertise and interests of the resident staff, the availability of guest lecturers and, of course, the amount of time not already committed to instruction in the major content areas. The selection of the specific topics for enrichment purposes will depend on similar factors, with the statement of community need and the workshop objectives guiding final decisions. The following is a list of topics some workshops have found especially useful:

1. School-community relations. Building and maintaining strong ties between the school program and the local community, informing the community about educational innovations (such as the use of the native language in the school program), and drawing on the support of the community to the benefit of the classroom can be explored in single sessions. Ample time for participants to exchange their experiences should be provided.

2. Using the community as a learning center. The value of taking the class outside the classroom is explored. Emphasis can be given to the use of field trips to sites of community interest or events of local importance; for example, a tour of the community hall or a visit to a tribal council meeting when local government is being studied.

3. The role of the elders in Native American education. Among many native peoples, the elders -- the medicine men and women, tribal historians, and political leaders -- are respected sources of community wisdom. A session could explore the benefits which come from inviting the elders of the community into the classroom to serve as resource persons or to participate in curriculum development.

4. Native arts and crafts. Rather than treat arts and crafts as recreation, this session could emphasize the use of native manufactures (e.g., pottery, basketry) as the basis for mathematics or social and natural sciences instruction.

5. Native American Folklore. The importance of this cultural resource and the role which it can play in the life of the contemporary community should be emphasized. Sources of materials within and outside the community should be identified, and criteria for selecting suitable materials for classroom use should be discussed and developed. Ways to adapt these materials for teaching and learning, for content instruction or as an enrichment to existing instructional materials, can be explored.

6. Styles of learning in the Indian classroom. The traditional means of teaching and learning in the local community can be examined and contrasted with the Anglo teaching and learning strategies. Workshop participants can learn to draw on the style of learning most familiar to the community's young people.

7. Resource management. Ways to catalogue, inventory and store reading, resource, and audio-visual materials can be discussed. Sources of items for classroom enrichment (e.g., books by Native American authors, posters and other materials) and ways to obtain these items at minimal cost may also be considered.

8. Commercial films and Native American education. The sources of useful and accurate films about Native American peoples can be identified, with film catalogues available for participant use. Specific films can be screened to look for biases. Film-making as a class enrichment project can also be explored.

9. Media. Video-taping, slides and 8 mm film can be useful means to supplement and enhance the effectiveness of classroom instruction. Workshop sessions can teach proper care and maintenance of camera equipment. Time for demonstrations and practice sessions should also be planned.

10. Producing instructional materials in the local school. Printing and materials duplication can be given attention as an enrichment subject, if it is not considered in depth in one of the major content areas. The variety of formats for printed materials should be examined and the advantages and disadvantages of each alternative discussed. The steps in the printing process should be explained and the financial requirements of professional or in-house duplication presented.

11. Copyright: the question of materials ownership. This issue has recently come to the forefront of educational concern within many native communities. It is especially critical when the school is receiving federal funding. Copyright law and the production of Native American cultural and linguistic materials could be discussed by a guest speaker familiar with the issues from the native perspective. Group discussions can then consider the implications of the legal issues for the home community.

12. Student health. Whether or not a school provides clinic services, all classroom personnel should be familiar with basic first-aid techniques as practiced in both the native and Anglo traditions. Attention might be addressed to nutrition, personal hygiene, and disease identification. Situations where school practice differs from the native traditions should be identified and each perspective discussed.

13. Public speaking. Several workshops have found their participants eager to receive training in effective public speaking. Attention to this area will have obvious classroom and program benefits. Again, however, the sense of the "effective speaker" as defined by community tradition needs clarification, so that native practice is not subjected to undue criticism, and the participants are not forced to reject the requisite English styles because of those differences.

14. Career advancement. For some people, being a teacher aide is the first step up a personal career ladder. For others, the position of teacher

aide is a means of community service. In either case, the professional and personal responsibilities which are open in the educational profession, and the training and experience needed to move in those directions, could form the basis of a profitable enrichment session. If the participants so desire, personal career counseling could be made available at the workshop.

15. Proposal writing. Last, but certainly not least, is the topic which has become of the greatest importance to many local school programs and communities throughout Indian country. The variety of available sources for educational funding should first be presented, followed by a discussion of the steps in the preparation of a grant proposal. Each participant could be encouraged to try preparing such a funding request. Then, following the example of the Summer Institute of Linguistics for Native Americans, the workshop group might begin drafting the proposal to seek funding for the workshop for the following summer.

Where possible and as appropriate, the enrichment sessions should be taught by Native Americans who have demonstrated experience and ability in the subject area. Examples and case-in-point illustrations should be given in every possible instance to help the interested participants explore the reality of the enrichment concerns. Sessions should be as informal as possible, breaking away from the "chairs-in-rows" formality usually associated with classrooms and workshop instruction. Sufficient time for discussion during each session and provision for carry-over after the session ends should be included in the schedule.

THE PLACE OF LINGUISTICS IN THE WORKSHOP CURRICULUM

Several of the content areas suggested here have touched on language-related issues. The contribution language makes to classroom instruction should not be underestimated; an awareness of the nature of this contribution and of its implications for curriculum planning and teaching effectiveness must occupy a central position in any program for staff development. Sensitivity to the community's interest in language and to language in general are especially important for persons from outside the local community who might be participating in local school programs.

There are several content areas where a linguistic perspective could make an important contribution to workshop instruction. In a discussion of the teaching of reading, for example, structural comparison can help identify the sources of a student's "miscues." Phonological description can also help explain the strategy underlying the English or the native language alphabet. Further, there is a pressing need to encourage the development of language specialists from inside the community -- persons who can represent the language interests of the community whenever questions of educational policy are raised and who can bring the benefits of a native speaker's competence into the content of classroom instruction.

Recognizing the importance of linguistic input into staff development training programs, some workshops have come to treat Native American staff development and training in technical linguistics as synonymous. Phonological description and grammatical analysis are the core of instruction of the summer program. Such instruction is certainly necessary to the training of native linguists, but the extent to which the intensive instruction in technical analysis is essential or appropriate to the training of Native American school personnel is not clear. There are, in many communities, people who have mastered the range of language skills, who have worked with or even developed a writing system which captures the language as they speak it, who hold classes for instruction in the native language, or who are taking other steps to maintain the linguistic heritage as a viable part of the community life. For such people, intensive training may not be especially valuable. Further, when presented as a focus of content instruction, the importance of technical linguistic analysis is often emphasized disproportionately. The dissection of grammatical forms into smaller and

smaller segments may be found senseless and offensive to some participants. It seems best to make the following general recommendation: unless the workshop is designed to function as a linguistics institute, technical linguistic analysis should be included in the instructional program only when it contributes directly to a practical goal. The relevance of the analysis should always be fully explained to the participants.

When linguistic concepts and approaches to linguistic analysis are presented, the best sources of exemplary material are the Native American languages, especially those represented in the workshop and from English. Native American languages alone provide enough variety of phonological and grammatical detail to illustrate any point of technique or theory appropriate to the daily lesson. The Summer Institute of Linguistics for Native Americans found it most effective to have the participants use each other as informants when elicitation and recording practice was necessary. It should also be remembered that practice with phonological and grammatical exercises is often more effective than a formal lecture approach to teaching such principles.

The Workshop Schedule

WHEN AND HOW LONG

Decisions about when a workshop should be held and for how long are critical. The workshop cannot begin too close to the end of school or continue into the pre-planning period before the fall semester. Late June to mid-August is the usual time set aside for these programs. Weekends should be left free of formal class activity. Remember also that several national and local holidays come during the summer months and that community feast days and ceremonial occasions will need to be recognized by the workshop calendar. It is safe to assume that one class day in eight will be pre-empted by an "extracurricular" activity; an eight-week workshop will, then, contain seven weeks of class meetings. This will allow sufficient time for the attainment of effective levels of skills development where a comprehensive set of objectives, such as those outlined earlier, is concerned. Shorter periods are, of course, possible if only limited objectives selected from the larger set are to be addressed. However, it should be remembered that any kind of skill takes time to develop, and communities should be wary of offers to provide "instant" skills development in a week or less. Nevertheless, some kinds of information can be imparted in one or two days and a series of short-term workshops could be considered for subjects which lend themselves to that treatment. If an eight week workshop is not feasible, a graduated series of three or four week workshops over a period of a year (or two summers) could be considered, realizing that this is less satisfactory for effective skills development than one longer, intensive workshop.

THE WEEKLY AND DAILY SCHEDULES

Once the length of the workshop has been decided, how the time during the day and the week will be divided between the major content areas, the enrichment areas, and other activities can be determined. Several options have been followed by workshop programs in the past. The following diagrams suggest four alternative strategies used by programs in the summer of 1975.

FIGURE 1

EDPA Institute at University of Utah

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
8:30 to 9:30	TESTING	ENGLISH GRAMMAR		
9:45 to 10:45	TESTING (Continued)	TOPICS IN NATIVE AMERICAN BILINGUAL EDUCATION		
11:00 to Noon	GUEST LECTURE BEA MEDICINE	ROCK POINT PROGRAM	NATIVE AMERICAN GRAMMAR and MATERIALS DEVELOPMENT	
1:30 to 4:30	TEACHING READING IN NATIVE AMERICAN LANGUAGES (CONT.) AND MATERIALS DEVELOPMENT			

NO CLASSES FRIDAY, JULY 4

FIGURE 2

SIL for Native Americans — July 15-25

HOUR	FIRST YEAR	ROOM	SECOND YEAR	ROOM
8:00 8:50	Phonetics/Study	St. Francis* 010	Grammar	PDR
9:00 9:50	Study/Phonetics	"	Grammar	PDR
10:00 10:50	Phonology	"	Grammar	PDR
	COFFEE BREAK			
11:10 12:00	Grammar	St. Francis* 010	Phonology	PDR
	LUNCH			
1:00 2:00	Grammar	St. Francis* 010	Phonology	PDR
2:00 3:00	B I L I N G U A L E D U C A T I O N			PDR
3:00 4:30	Study Period			

* Monday, the 21st, first year will return to the Ballroom for class.

FIGURE 3

TENTATIVE SCHEDULE OF INSTRUCTIONAL HOURS, CHOCTAW BILINGUAL INSTITUTE, JUNE 16-JULY 1

HOUR & GROUP				
8:30-9:20	ANGLOS	Basic Choctaw for non-Choctaw speakers		Explanation of reading techniques for Choctaw
	CHOCTAWS	Intro. to Choctaw phonics, reading and writing	Practice techniques for teaching reading in Choctaw	Demonstration of techniques for teaching reading in Choctaw
9:20-9:30		Coffee Break		
9:30-10:20	ANGLOS & CHOCTAWS	CONTRASTIVE GRAMMARS AND APPLIED LINGUISTICS		
10:50-11:40	ANGLOS & CHOCTAWS	Instruction in Bilingual instructional methods and materials	CHOCTAWS: Instruction in bilingual education and advanced Choctaw grammar in Choctaw	
			ANGLOS: Role of the Anglo teacher in bilingual education, ESL	
1:00-2:00	ANGLOS	Basic Choctaw for non-Choctaw speakers		
	CHOCTAWS	Expansion of literacy in Choctaw		
2:00-2:15		Coffee Break		
2:15-4:00	ANGLOS & CHOCTAWS	Workshop activities in development and use of bilingual instructional materials		

FIGURE 4

CONFEDERATION COLLEGE OF APPLIED ARTS AND TECHNOLOGY

TIMETABLE

	WEEK ONE	WEEK TWO	WEEK THREE	WEEK FOUR
9:00 - 11:00	INDIAN CULTURAL STUDIES		TECHNICAL STUDIES	
11:00 - 11:15	COFFEE BREAK		COFFEE BREAK	
11:15 - 12:15	Community Liaison and Professional Ethics	Philosophy seven days	HEALTH	
12:15 - 1:15	LUNCH	LUNCH	LUNCH	LUNCH
1:15 - 2:15	LANGUAGE ARTS OR COMMUNICATION SKILLS		LANGUAGE ARTS OR COMMUNICATION SKILLS	
2:15 - 2:30	COFFEE BREAK		COFFEE BREAK	
2:30 - 4:00	MUSIC OR ARTS AND CRAFTS		LIBRARY OR RADIO-TV PRODUCTION	

CLASSROOM ASSISTANTS TRAINING PROGRAM

Figure 1 shows one week in the EPDA Institute at the University of Utah. The Institute was planned to treat a wide range of skills and methods for classroom personnel. Both general sessions, when the participants met together, and smaller sessions composed of participants from the same language group were included in the schedule. Presentations by guest lecturers and the resident staff were combined with a daily alternation between the major and the enrichment content areas. A variety of activities was thus provided each classroom day.

Tuesday's classes, for example, began with a session on English grammar, taught by a resident staff member for three of the five weeks of the workshop, followed by a presentation on bilingual education from a visiting staff member. A guest lecturer completed the morning. The afternoon was devoted to the teaching of reading in the native language. This was one of the major content areas, but was taught by a series of visiting staff persons, each in residence for one week.

Notice that time for a morning coffee break and ample time for luncheon was provided in the schedule. An afternoon coffee break was called when it seemed appropriate in the discussion to do so.

Figure 2 shows the weekly schedule for the Summer Institute of Linguistics for Native Americans held at the University of Albuquerque. Participants came from 15 different tribal backgrounds and ranged in age from 19 to 63. This program had a specific focus: the development of skills in linguistic analysis for speakers of Native American languages. The participants were divided into two sections, depending on the extent of previous training in linguistics. Two programs ran simultaneously in the morning, offering instruction in the major content areas (*phonemics*, *phonetics* and grammar) on the beginning and the advanced levels. The groups came together in the afternoon to focus on issues in language and culture, language acquisition, psycholinguistics and bilingual education. Also scheduled were specific periods each day for study or for supervised development of curriculum materials for language instruction. This allowed students to work intensively on projects and exercises under the guidance of the program staff to augment their in-class instruction.

Figure 3 shows the weekly schedule for the Choctaw Bilingual Institutes, held at the Choctaw Central High School, Pearl River, Mississippi. Both Choctaw and Anglo teaching personnel attended this program. As the division of time suggests, each day included Choctaw-specific and Anglo-specific content instruction. Time for joint discussions on topics appropriate to all participants' interests was also provided.

The focus of the major content areas was changed as the Institute progressed. During Week 1 teachers were introduced to Choctaw phonics; Week 3, to a variety of techniques for teaching reading. Sessions in Week 4 provided demonstration of these techniques. Both the Choctaw and Anglo teachers examined bilingual instructional materials with part of the workshop staff in the first two weeks. During the third and fourth weeks, the class was divided to cover a new set of topics, including advanced Choctaw grammar for the Choctaw speakers and the role of the Anglo teacher in bilingual education for the Anglo participants.

In this program, as in the Utah program, no formal provision for guest lecturers was included. Instead, participants were freed from the scheduled class sessions whenever guest presentations were given.

As a final example, Figure 4 shows how the Confederation College of Applied Arts and Technology, Thunder Bay, Ontario, organized the scheduling for its Classroom Assistants Training Program. The program was built around a series of short courses with specific enrichment themes. Many of the time slots provided <u>two</u> options for the participants' choice. The content focus of each time period changed substantially after the second week; the Lan-

guage Arts-Communications Skills option was the only single focus which ran throughout the program. Such a format allows each participant to become acquainted with several areas of classroom-related skills in the course of the workshop program.

Resource Materials

BASIC RESOURCE MATERIALS

Because each workshop will be designed to meet specific community interests, textbooks or general reference works may not exist which can be categorically recommended for use in the summer workshop. Therefore, once the content areas have been selected, the workshop staff must begin to gether the resource materials necessary for the participants' instruction.

The following suggestions are presented as a guide to some of the basic resource materials which should be available to workshop participants:

1. Native American languages. An annotated bibliography should be prepared to identify descriptions of the structure and usage patterns of each of the languages spoken by the workshop participants. Journals, listings of theses and dissertations, books, and monographs, as well as unpublished materials (such as those housed at the National Anthropological Archives, Smithsonian Institution), should be consulted for this listing. It is possible that such bibliographies, already prepared, can be adapted for workshop purposes. Copies of the most significant items listed in the bibliography should be made available to participants during the program.

Every effort should be made to locate resource materials in the native languages of the participants. These include folktales, word lists, recorded at earlier periods in the community's history, or descriptive grammars by community members themselves. With community approval, these items can be photo-copied and made available to the participants for instructional purposes during the workshop and for their own use in the classroom.

2. Contrastive analyses. If contrastive studies already exist, an outline of the points of similarity and difference between the represented native languages and English or between two Native American languages should be made available to the participants. If such an analysis does not exist, preparation of such a study can be undertaken as part of the pre-

workshop responsibilities of one member of the workshop staff.

3. Orthography and literacy. Materials for teaching reading and for content area instruction in Native American languages should be assembled. Particular emphasis should be given to reading materials already prepared for the native languages represented in the workshop, especially materials which use the writing system preferred by the local community. Materials from other language groups could also be made available as examples of the variety possible in format, design, and approach.

The school program or parents' committee which supplies the materials might be asked to comment on the rationale for the writing system used in the materials. These comments can also form the basis for workshop discussion on orthographic questions.

Technical discussions of alphabet design and the relationship of reading to the alphabet design should be listed in a bibliography. The more informative of these statements can then be made available to interested participants either in summary or in original form. Care should be taken to guarantee that a consistent picture of the reading process is presented, especially if the community's educational authority has already expressed its preferences for an approach to the teaching of reading.

4. Styles of Learning and teaching. A listing of articles dealing with Indian Pedagogy should be prepared for workshop distribution. Especially useful are articles which explore, in clear and concise terms, Indian-related aspects of some general pedagogical question. Ideally they will document a specific instance of a classroom "problem" and describe steps taken in the specific context to alleviate it. Materials which discuss ways in which Native American styles of learning can be used for instructional benefit should have particular prominence in this listing.

5. Program descriptions. Contact should also be made with innovative Indian school programs in the United States and Canada to obtain a brief description of the scope and concern of their current activity. Each program should be asked to describe the ways in which Native American- and Anglo-focused materials can be integrated into coursework. Examples of social science, mathematics, and other Native American content materials should be collected from the programs. A brief description of the steps taken in the design of these materials, from selection of appropriate content to printing considerations and layout design, might also be requested. These program descriptions can be used to demonstrate the adaptation of "traditional" school topics to the Native American perspective. They can provide a wealth of illustrations suggesting ways in which the participants can enrich the content of their own curricula.

The participants should also be encouraged to bring examples of materials and descriptions of activities from their own programs, especially if persons from several communities or several schools are represented in the workshop. Contact with an agency like the Center for Applied Linguistics or one of the Title VII Resource Centers (see list in Appendix I), which maintain extensive holdings in bilingual-bicultural education, may also be helpful.

6. Position statements. A selection of articles and position papers from Native American teachers, tribal officials, educators and linguists, discussing the benefits of the bilingual-bicultural approach to Indian education should be obtained. The staff should make frequent reference to these statements in each discussion of educational goals and classroom priorities. Participants might be encouraged to prepare their own position papers, which could be added to the workshop collection (as was done at the summer workshop at Northern Arizona University in 1975) or duplicated for circulation outside the program.

ACCESS TO THE RESOURCE MATERIALS

Collected materials should be housed in a central location at the workshop site. Participants should have access to the collection during the classroom day and after class hours. A check-out system, to allow materials to circulate among the workshop participants, might also be set up.

At the end of the summer session, these materials should be turned over to the planning committee for distribution to the community's educational personnel. If arrangements for a formal lending library during the academic year cannot be made, a member of the planning committee might assume responsibility for this distribution.

THE ORIENTATION PACKET

It can be assumed that the participants will have many questions about the plans for the workshop and the ways in which they will become involved in its activity. For this reason, it may be useful to send an orientation packet to the participants several weeks before the workshop begins.

The packet should contain:

1. A list of all participants, their affiliation, and their home and workshop addresses.

2. The names of the workshop staff, along with brief comments about their training and experience in Native American education. The contact person on the staff should be clearly indicated.

3. A list of the invited lecturers, the date and purpose of their visit, along with brief comments about their training and experience in Native American education.

4. A map of the workshop site, with classroom buildings, housing and service facilities clearly marked. This is especially important if the workshop is to be held on a university campus or in an urban environment not familiar to the participants.

5. Detailed information about housing, meals, child care facilities, and other support and personal services. Appropriate mailing addresses and telephone numbers should be noted.

6. Brochures which describe the physical, climatic, and social environment of the site. Such materials can often be obtained from the local Chamber of Commerce or the Special Programs or Development Office of the local university.

7. A general outline of the class schedule proposed for the workshop, and detailed comments on the activities planned for the first week of the workshop.

8. Information on procedures for registration if formal course credit is to be obtained from the workshop participation.

In addition, it may be wise to include one or two articles which set the tone of the workshop's concern. These might be position papers detailing current trends in Native American education or brief essays on, for example, Native languages of America, the importance of linguistics to bilingual education, etc. The articles should be non-technical and brief so that participants can read them before their arrival at the workshop site or during the evening preceding the first day's session. Such packets should be sent to each participant, all staff, visiting lecturers and other guests. In addition, the packet might be used to inform other programs about the goals and activities of the workshop, as well as serve a preliminary public relations and publicity function.

Evaluating the Workshop

WHY EVALUATION

In the course of planning any workshop, attention is focused on places where participants will stay, the schedule of guest lectures, and other administrative tasks. All too often the essential question of program evaluation is given secondary importance in the planning process. Yet, evaluation is a critical component of any workshop's program, ultimately providing information useful in monitoring the on-going workshop, pointing to the need for revisions in the direction and focus of the program and providing summary recommendations for subsequent workshops.

Provision for evaluation should begin at the outset of program planning. From that point on, evaluation becomes a part of a continuing process which includes student assessment, review of workshop content, review of staff qualifications and performance, and reconsideration of staff development objectives.

A well-designed and carried out evaluation can provide the following sorts of information to workshop personnel, the sponsoring agency and the local communities:

1. identification of pre- and post-workshop skills levels of the participants;

2. assessment of the degree to which the workshop has met its objectives as defined by community leaders, educational authorities and members of the school staff;

3. assessment of the appropriateness of the workshop staff and visiting lecturers;

4. identification of affective change in the participants towards the subject matter and attitudes towards the workshop experience itself;

5. determination of the degree to which the participants' newly acquired skills are used in their own classrooms. This, in turn, provides input to the evaluation of improvement in the quality of education provided in local schools.

Still another advantage of performing program evaluation, and especially of the early planning for such evaluation, is that in the development of the evaluation component, the planning committee and workshop staff will be encouraged to clarify objectives for the workshop. They will, thus, be helped in planning realistically for workshop activities and for workshop funding.

Evaluation must be considered in both short- and long-range terms. While the content of the workshop program is presented in a limited period of time, the effects of that instruction may not become apparent until the participants return to work within the school program of their home community. The planning of the evaluation component should allow for two general phases: evaluation of skills achievement during the workshop and evaluation of skills implementation after the workshop is completed.

THE WORKSHOP EVALUATION: SKILLS ACHIEVEMENT

The first phase of the evaluation process should be primarily concerned with measuring how effectively the skills which the workshop is designed to deliver are being communicated to the participants. Such information is critical to the planning of next year's program, but it can also be used to strengthen the quality of instruction while the workshop is in progress. This evaluation may be carried out by a member of the instructional staff (most logically, the project administrator) or by an outside evaluator, experienced and knowledgeable in Indian education interests. It can be implemented through formal testing procedures or through informal assessments, depending on the size of the workshop and/or the objectives to be assessed. Whatever the procedure selected, provision for such assessment should be included in the program design from the very beginning.

The following are some of the topics which might be appropriately covered in an evaluation of skills achievement:

- Skills acquired by the participants, which could be measured in terms of number of mastered skills or growth in understanding of skills;
- Changes in attitudes or self-concept of the participants, where workshop interests, or the relationship of the participant to workshop interests, are concerned;
- Usefulness of the materials employed in the workshop, to determine how carefully resources mesh with participant needs;
- Effectiveness of the methodology and procedures of the workshop, allowing room for suggestions of alternative styles of presentation;
- Relevance of the staff presentations and guest lecturers.

There are several approaches to the evaluation of the workshop as it is in progress. The discussion that follows deals with the several options and decisions to be made in selecting an appropriate design. It should be stressed, again, that an explicit statement of the goals and objectives of the workshop must be available in order to design a valid and useful evaluation. The statement should be worded so that the objectives it details can be measured. If several content areas are being explored during the summer session, a set of specific objectives must be prepared for each area.

Once the goals and objectives have been clarified, the specific assess-

ment strategy appropriate to the workshop size, format, target population, and budget should be selected. In making the choice, decisions about timing and frequency of conducting evaluation activities, use of a control group, a pre-test, post-test format and need for instrument development must be made.

Two options regarding the timing or frequency of evaluation have been used by workshop programs in the past. Some employ a general pre-workshop and post-workshop comparison, using changes within the test responses as an indicator of workshop effectiveness. The Choctaw Bilingual Institute, for example, gave its prospective participants an attitudinal questionnaire, which allowed intensity of personal feeling and self assessment on a variety of points relating to bilingual education to be measured before the Institute began. After the completion of the Institute, the participants were given the same questionnaire, so that areas which had been influenced by the workshop's instruction and the intensity of that influence could be identified.

Weekly evaluations offer a second approach to the question of timing. Each Friday at the University of Utah EPDA Workshop, for example, the participants were given one page of questions asking for comment and reaction to various aspects of the preceding week's activity. The comments were collated and summarized by the workshop administrator, and the results were then distributed to the instructional staff to assist in planning the coming week.

The two approaches -- pre- and post-testing or weekly or interim evaluation -- need not be mutually exclusive. Separately, each approach identifies strengths and weaknesses of particular aspects of program concern. Use of the two approaches combined, however, provides a broad measure of program effectiveness.

Either approach can also be used in conjunction with a third strategy, control group comparisons, which can add significant detail and perspective to any area of workshop assessment or participant skills development. A group of persons similar to those participating in the workshop -- if possible, persons from the same community and teaching in the same school -- is identified. Then, for example, if a pre-test is given to the prospective participants, the same pre-test is given to the control group; similarly, the same post-test is given to both groups. The difference between the control group's responses in the pre- and post-tests will indicate the change, if any, that has occurred and that can be attributed to the activities of the workshop.

Implied in the discussion above is the use of an instrument or procedure to assess achievement. In some cases, a paper and pencil objective test may be appropriate. Such tests are available to assess, for example, progress in developing English language skills. It may be necessary, however, for the project staff to create instruments for non-English languages and for tests of knowledge of Native American history and culture. Procedures such as interviews or observations in structured or unstructured situations may also be used, especially to assess development of teaching skills.

A number of means is available for eliciting evaluative comments from participants. The questionnaire is perhaps the most efficient, particularly for larger workshops (see Appendix Two for examples). Responses can be given free-form, selected from a given range of alternatives, or indicated on a rank-ordered scale. Questionnaires such as these are not easily designed, and time for a "trial run" should be scheduled before the instrument is used in a formal evaluation. An open-ended questionnaire, inviting brief subjective comment from each participant, is most useful to elicit comments on areas not covered by specific questions, as, of course, is continuous informal dialogue between staff and participants.

The student journal provides another source of evaluative materials. The participants are encouraged to write their thoughts or feelings about the activities of the previous week. The resulting document gives a record of opinion and of growth of participants' awareness. The preparation of an overall evaluation based on these personal statements, which does justice to the character of the individual responses, may be a difficult task. Hence, use of the journal as the primary means of evaluation may best be confined to smaller workshops. In a larger workshop, a journal might be developed specific to one content area. In this case, each member of the resident staff might be responsible for synthesizing the journal comments relative to his own program component.

Staff may find it difficult to be objective and critical about the evaluation of the workshop, and participants may be reluctant to express themselves fully if the evaluation is being conducted "in-house" by resident staff. Thus, a fundamental question is who should conduct the evaluation? Objectivity may be obtained if persons from outside the workshop are asked to take charge of the evaluation process. The outside evaluator can add his own assessment to the participants' comments and may also be able to provide a comparative perspective by drawing on his other experience in evaluating other workshops. An individual who is not already a part of the workshop staff might be hired specifically to devise and conduct the evaluation. An agency such as the Center for Applied Linguistics might also serve in this capacity, or one or more of the visiting speakers might be asked to undertake evaluation activities while in residence in the program.

The party selected to conduct the evaluation is expected to take charge of the following tasks:

- Reviewing, in consultation with the steering committee, the goals and objectives of the workshop proposal to verify their clarity, explicitness, rationality, and measurability;
- Devising or revising evaluation instruments and procedures appropriate to the goals and objectives of the program;
- Developing an evaluation plan, utilizing appropriate instruments or or procedures to assess participant progress and program effectiveness (Suggestions for such a plan are given below);
- Compiling the results of the evaluation, reporting the results at stated intervals to the steering committee and to other designated authorities;
- Preparing a final report on workshop effectiveness which includes a clear identification of the positive aspects of the program and outlines suggestions (based on the outcome of the evaluation) for making workshop efforts in future summers more effective.

In order for his efforts to be effective, the outside evaluator must have the cooperation and backing of the steering committee and all members of the workshop staff. It should be clear from the outset, however, that the outside evaluator is an employee of the steering committee who has been hired for a specific purpose. He should keep the steering committee well informed of his program-related activities.

Since an outside evaluator may not be sufficiently familiar with local program needs or community concerns, a member of the workshop staff may be selected to act as evaluator of the programs, but the disadvantages noted earlier should be kept in mind. A third alternative is a combination of an inside and an outside evaluator, with different tasks assigned to each, but with joint responsibility for the total evaluation conclusion, which may be the most effective approach.

Communication of the results of all evaluation procedures to members

of the program staff is essential. This should be accomplished early in the program to allow changes to be made with a minimum of inconvenience. It may be wise, for example, to have the staff review the results of each weekly evaluation. Participant representatives might also take part in such on-going review sessions.

When the evaluation activities have been completed, the staff should hold an intensive session of program- and self-criticism, where each facet of the workshop is carefully reviewed and all comments and criticisms are thoroughly assessed. The results of that discussion and of any overall evaluation made by the participants should be assembled to provide a formal statement of workshop evaluation. That statement provides a summary of the total activity of the workshop program and documents the progress made by the participants in the program. When combined with the original workshop proposal and the results of the skills mastery assessments, this summative evaluation provides a functional blueprint around which the program for the following year's workshop can be designed.

POST-WORKSHOP EVALUATION: SKILLS IMPLEMENTATION

It is important to draw a clear distinction between workshop-focused and post-workshop evaluations. The former is program-specific; it assesses the appropriateness of the workshop program and the immediate effectiveness of the instruction provided by that program. Post-workshop evaluation, on the other hand, determines how effectively skills provided by the workshop program are being used by the participants in their own teaching activities. Both forms of evaluation provide valuable, though different, insights as to the effectiveness of the workshop.

A post-workshop evaluation should focus on the more successful areas of the workshop's instruction as identified in the workshop evaluation. A useful measure might be a post-test given after the completion of the workshop program, covering the range of topics treated at the workshop. This post-test should allow the participants to identify the areas of the workshop's instruction which seem to be most useful, now that they have returned to the classroom.

The workshop staff or members of the planning committee should supplement the post-test by a series of classroom visits scheduled at regular intervals throughout the following academic year. The intent of such observation and discussion is to insure that the strides made in staff development during the workshop are extended and amplified, and to provide additional insights into the strengths and weaknesses of each area of the summer's instruction. Observations may disclose factors of actual classroom situations, for example, teacher/student ratios, which may not have been taken into account in the workshop courses. Provision of time to discuss the observations with the workshop participant, who has returned to the classroom, should also be made.

To augment the results of the post-test and the classroom visits, individual and/or general group discussions, scheduled several months after the close of the workshop program, might be planned. The relevance of a particular workshop content area can be briefly reviewed; then, participant reactions to the utility of that information within the classroom context can be examined. Areas where additional instruction now seems necessary or useful should be noted.

As was the case for workshop evaluation, there are benefits and limitations associated with the use of both instructional personnel from the workshop and persons not directly associated with its instruction for the program phase of the evaluation. Whichever approach is taken, the results of the post-test, the classroom observations, and the individual and group discussions should be thoroughly discussed by the workshop staff and then compiled into a second section of the final workshop report.

THE FULL EVALUATION

Once the final reports from the workshop and the post-workshop evaluations are completed, the workshop staff and the planning committee should meet to review both evaluations. Their discussion should enable them to point to the ultimate strengths and weaknesses of the workshop program. Identification of shortcomings suggests areas which need more planning, just as notation of strengths suggests concerns which are already incorporated. Such information will be critical in planning the workshop for the following year. It will also provide useful advice for other communities which may be beginning their own program of staff development. A staff which fails to recognize participant dissatisfaction or weaknesses in content or instruction will do itself and other programs a serious disservice. The goal of evaluation is to learn how to conduct better workshops and to train better teachers and teacher aides, with the ultimate goal of higher quality education in every Native American community.

Appendix One

INTEREST GROUPS AND RESOURCE CENTERS

I. INTEREST GROUPS IN NATIVE AMERICAN EDUCATION

When the plans for a summer workshop are firm, the plans should be shared with agencies such as the following:

The American Indian Higher Education Consortium
1626 High Street
Denver, Colorado 80202

Association on American Indian Affairs, Inc.
432 Park Avenue South
New York, New York 10016

Bureau of Indian Affairs
Office of Education Programs
1951 Constitution Avenue, N. W.
Washington, D. C.

Coalition of Indian Controlled School Boards
811 Lincoln, Suite #4
Denver, Colorado 80216

Indian Education Clearinghouse
Center for Applied Linguistics
1611 North Kent Street
Arlington, Virginia 22209

Indian Education Resources Center
123 Fourth Street, S. W.
P. O. Box 1788
Albuquerque, New Mexico 87103

Institute for American Indian Arts
Research and Cultural Studies Development Section
Cerrillos Road
Santa Fe, New Mexico 87501

National Advisory Council on Indian Education
425 13th Street, N. W.
Room 326
Washington, D. C. 20004

National Congress of American Indians
4310 K Street, N. W.
Washington, D. C. 20005

National Education Association
1201 16th Street, N. W.
Washington, D. C. 20036

National Indian Education Association
3036 University Avenue, S. E.
Suite 3
Minneapolis, Minnesota 55414

National Tribal Chairmen's Association
1701 Pennsylvania Avenue, N. W.
Room 207
Washington, D. C. 20006

Native American Bilingual Education Conference
c/o Ms. Jeanne Thomas, Director
JOM Consortium, Region IV
P.O. Box 341
Toppenish, Washington 98948

Office of Indian Education
U. S. Office of Education
400 Maryland Avenue, S. W.
Washington, D. C. 20202

Office of Bilingual Education
U. S. Office of Education
400 Maryland Avenue, S. W.
Washington, D. C. 20202

II. BILINGUAL RESOURCE CENTERS

Western States Area Centers

Berkeley Resource Center — Roberto Cruz, Director
1414 Walnut Street
Berkeley, California 94709

Asian American Bilingual Center — Linda Wing, Director
2168 Shattuck
Berkeley, California 94704

San Diego Resource Center — Reyes Mazon, Director
San Diego State University
Institute for Cultural Pluralism
San Diego, California 92102

Santa Cruz Bilingual Materials Development Center — Elizabeth Antley, Director
P. O. Box 601
University of Arizona
Tucson, Arizona 85721

California State Polytechnic
Multilingual/Multicultural Development Center — Alba Moesser, Director
University of Pomona
3801 West Temple Avenue
Pomona, California 91768

Central States Area Centers

Midwest Materials Development Center — Francisco Urbina, Director
Forest Home Avenue School
1516 West Forest Home Avenue
Milwaukee, Wisconsin 53204

Northwest Educational Cooperative — Maria Medina Swanson, Director
500 South Dwyer Avenue
Arlington Heights, Illinois 60005

Bilingual/Bicultural Resource Center — Robert Fontenot, Director
P. O. Box 3410 USL
Lafayette, Louisiana 70501

Bilingual Materials Development Center — Carlos Perez, Director
Camp Bowie (6800)
Fort Worth, Texas 76107

Dissemination/Assessment Ctr for Bilingual Education 6504 Tracor Lane Austin, Texas 78721	Juan Solis Ernest Perez Directors
Native American Materials Development Center 407 Rio Grande Boulevard Albuquerque, New Mexico 87104	Gloria Emerson Director
Bilingual Education Resource Center College of Education University of New Mexico Albuquerque, New Mexico 87131	Jose A. Gandert Director

Eastern States Area Centers

Bilingual Materials Dissemination and Assessment Center at Fall River 383 High Street Fall River, Massachusetts 02720	John Correiro Director
National Materials Development Center 168 South River Road Bedford, New Hampshire 03102	Robert Paris Director
Spanish Curricula Development Center 7100 N. W. 17th Avenue Miami, Florida 33147	Ralph F. Robinett Director
Regional Cross-Cultural Training & Resource Center New York City Board of Education Office of Bilingual Education 110 Livingston Street, Room 224 Brooklyn, New York 11201	Carmen Velkas Director
Northeast Center for Curriculum Development New York City Board of Education Community School District No. 7 778 Forest Avenue Bronx, New York 10456	Aurea Rodriguez Director
Multilingual/Multicultural Resource & Training Ctr 455 Wickenden Street Providence, Rhode Island 02903	Adeline Becker Director

EXAMPLES OF QUESTIONNAIRES FOR WORKSHOP EVALUATION

I. The Pre-Test: Examples.

The pre-test, used to assess the participants' attitudes toward bilingual education for Choctaw students, was administered at the beginning of the workshop. This protocol was also used as the post-test device administered to the participants after the close of the workshop.

SUMMER BILINGUAL INSTITUTE
(JUNE 16 - JULY 11, 1975)
MSU/BECOM PROJECT

Part I

Directions: Read each statement and circle the one response that you feel describes your feelings better than the other responses.

1 = very untrue for me
2 = mostly untrue for me
3 = fairly true for me
4 = mostly true for me
5 = very true for me

EXAMPLE ITEM:

I think the BECOM staff is dedicated to improving education for Choctaws. 1 2 3 4 5

(If you circled "1" then you think it is very untrue that the BECOM staff is dedicated; if you circled "3" then you think it fairly true that the BECOM staff is dedicated; if you circled "5" then you think it is very true that the BECOM staff is dedicated.)

	very untrue for me	mostly untrue for me	fairly true for me	mostly true for me	very true for me
	1	2	3	4	5
1. I know what bilingual education means.	1	2	3	4	5
2. I believe Choctaw children should learn to read and write their language before they learn to read and write English.	1	2	3	4	5
3. I think Choctaws should learn English as a second language and not as a first language.	1	2	3	4	5
4. I believe Choctaw children need to learn more about their culture.	1	2	3	4	5
5. I think it is important for Choctaw people to help other ethnic groups learn about the Choctaw culture.	1	2	3	4	5

	very untrue for me	mostly untrue for me	fairly true for me	mostly true for me	very true for me
	1	2	3	4	5
6. I feel there should be more learning activities in the Choctaw schools about Choctaw history, language, and customs.	1	2	3	4	5
7. I believe Choctaw children should learn to read and write English <u>after</u> they have learned to read and write Choctaw.	1	2	3	4	5
8. I think Choctaw children should be taught to read Choctaw by Choctaw teachers.	1	2	3	4	5
9. I believe that Choctaw children have learning styles that are different from non-Choctaw children.	1	2	3	4	5
10. I think most Choctaw children are glad that they are Choctaw.	1	2	3	4	5
11. I believe that people who can read and write 2 or more languages well are better off than people who can read and write 1 language well.	1	2	3	4	5
12. I think it is more important for Choctaw children to learn to read and write English than it is to read and write Choctaw.	1	2	3	4	5
13. I think Choctaw children should learn to read and write Choctaw <u>after</u> they have learned to read and write English.	1	2	3	4	5
14. I believe that children from different ethnic groups learn reading, writing, mathematics, and other skills in different ways.	1	2	3	4	5
15. I think Choctaw teachers can teach Choctaw literacy (reading, writing, speaking) better than non-Choctaw teachers and that Anglo teachers can teach English literacy better than non-Anglo teachers.	1	2	3	4	5

	very untrue for me	mostly untrue for me	fairly true for me	mostly true for me	very true for me
	1	2	3	4	5
16. I think it is important for other ethnic groups to learn about Choctaw culture.	1	2	3	4	5
17. I believe an ideal bilingual classroom would contain a Choctaw teacher trained to teach Choctaw literacy skills (reading, writing, speaking) and an Anglo teacher trained to teach English as a Second Language (ESL).	1	2	3	4	5
18. I think a Choctaw child who enters first grade speaking Choctaw 95% of the time should learn to read English at first grade level by the end of the first grade.	1	2	3	4	5
19. I believe that a child who speaks and understands Choctaw will be able to begin reading Choctaw before the end of grade one.	1	2	3	4	5
20. I believe that a child who speaks and understands Choctaw will be able to begin reading English before the end of grade one if he understands a few English words.	1	2	3	4	5
21. I think that most Choctaws wish they had been born into some other ethnic group.	1	2	3	4	5
22. I am worried about teaching in a bilingual education setting next fall.	1	2	3	4	5
23. I think a lot of people put me down because of my beliefs and values.	1	2	3	4	5

II. Questionnaires for Weekly Evaluation

Questionnaires of the following type were used by the Tlingit-Haida Methods Workshop and the Utah-EPDA program to obtain weekly feedback from the participants on effectiveness of content and presentation of the preceding week's instruction.

EVALUATION OF WEEK ONE OF THE TLINGIT-HAIDA METHODS WORKSHOP
SHELDON JACKSON COLLEGE
JUNE 3 - 7, 1974

1. Did you enjoy this week's activities? _____

   What did you enjoy the most? _____

   _____

2. In what way could the week have been improved? _____

   _____

3. In what area(s) do you feel you would like more training? _____

   _____

4. Do you feel the Teacher's Guide Book produced for this workshop is what you want or need? _____ How can it be improved? _____

   _____

5. REMARKS:

   _____

   _____

UTAH E.P.D.A. WORKSHOP: EVALUATION OF WEEKS I AND II

CIRCLE YOUR LANGUAGE (BELOW), BUT PLEASE DON'T WRITE YOUR NAME.

ACOMA CHEROKEE CHOCTAW NAVAJO/APACHE PAPAGO

PLEASE LIST SOME OF THE THINGS WE HAVE BEEN DOING OVER THE PAST TWO WEEKS THAT YOU THINK HAVE BEEN MOST AND LEAST VALUABLE OR USEFUL TO YOU. IF YOU DON'T HAVE ENOUGH ROOM BELOW, PLEASE USE BACK OF PAGE.

A. TOPICS IN ENGLISH GRAMMAR

MOST VALUABLE	LEAST VALUABLE

B. TOPICS IN NATIVE AMERICAN GRAMMAR

MOST VALUABLE	LEAST VALUABLE

C. MATERIALS DEVELOPMENT IN YOUR LANGUAGE

MOST VALUABLE	LEAST VALUABLE

D. TEACHING READING

MOST VALUABLE	LEAST VALUABLE

E. LITERACY

MOST VALUABLE	LEAST VALUABLE

III. Final (or Summative) Evaluation: Example.

The following questionnaire was used at the Tlingit-Haida Methods Workshop to gain a sense of the participants' overall impressions of the workshop's effectiveness after the close of that program.

SUMMARY

CONFIDENTIAL EVALUATION

TLINGIT-HAIDA LANGUAGE WORKSHOP 1974

Please answer each question:

WORKSHOP ADMINISTRATION

Check One

	Satisfactory	Unsatisfactory
1. My travel arrangements were:		
2. My housing on campus was:		

RATE EACH PERSON

3. The Project Administrators were:	Very Helpful	Helpful	Not Helpful	No Opinion
a.) Dr. Binau - Project Director				
b.) Mrs. Dominicks - Language Program Coordinator				
c.) Miss Carucci - Secretary				
4. The Project Instructors were:				
a.) Jim MacDiarmid				
b.) Dick Dauenhauer				
c.) Jeff Leer				
d.) Nancy McRoy				
e.) Henry Davis				
f.) Claribel Davis				
g.) Katherine Mills				
h.) Nora Dauenhauer				
i.) Viola Lockhart				
5. The Project Consultants were:				
a.) Mrs. Ramos				
b.) William David				
c.) Emma Davis				
d.) Louis Bitkoch				
e.) Irene Reed				
f.) Ed Tyler				

RATE EACH CLASS

	More time Needed	Time about right	Too Much Time spent
6. Methods of Instruction Classes (first week)			
7. Literacy Instruction Classes			
8. Grammar Analysis Classes			
9. Teacher Methods Book Editing or Haida Dictionary Preparation			
10. Archives Class			
11. Story Methods Class			

RATE EACH CLASS

	More time Needed	Time about right	Too Much Time spent
12. Dance & Music Class			
13. Copyright Class			
14. Eskimo Workshop Class			
15. Individual Projects Time			

COMMENTS: (Please use back of page for additional space.)

16. Were there topics of activities that were not covered in this workshop that should be included in future workshops? If so, what are they?

17. Were there topics or activities that were covered in this workshop that should <u>not</u> be included in future workshops? If so, what are they?

18. Please evaluate the overall usefulness of this workshop to you and your future involvement in Language Programs.

19. Anything else that you feel needs to be said, please say it here. Your evaluation is important to the planning of future programs.

GUIDELINES FOR THE PREPARATION AND CERTIFICATION OF TEACHERS OF BILINGUAL/BICULTURAL EDUCATION

The following guidelines were developed at a conference sponsored by the Center for Applied Linguistics, August 5-6, 1974. The conference, which brought together specialists having considerable range of experience in bilingual education, was made possible by a grant from the U. S. Office of Education (Title V, EPDA). The statement describes the personal qualities and minimal professional competencies necessary for the successful teacher and sets forth the guidelines considered essential in designing teacher training programs in bilingual/bicultural education. The guidelines will prove useful when assessing the staff development needs of the community's schooling program and when defining the objectives for a workshop program to address these needs. They should be of interest to community officials, education authorities, and concerned parents who are seeking the highest quality of education for their children.

INTRODUCTION

Bilingual-bicultural education has become one of the most significant and widespread movements in American education in the twentieth century. Not since the Renaissance has there been such a general acceptance of the idea that the goals of education might best be served by offering instruction in the native language of the learner. The passage of the Bilingual Education Act in 1968 helped bring about a major change in our educational philosophy, from a rejection or disparagement of other languages to a respect for their validity and their value as mediums for learning. The cultures of their speakers have come to be recognized as forming a valuable part of our national heritage, and as occupying an important place in our pluralistic society.

Today, state after state is adopting legislation supporting or mandating bilingual-bicultural education. Recent court decisions, including one by the Supreme Court, are giving added impetus to this movement. In order to meet the urgent need for competent teachers trained to teach in bilingual-bicultural programs, colleges and universities are rapidly instituting teacher training programs, and state departments of education are moving to prepare or approve credentials in this field. These developments have created a need for a set of guidelines which could help bring about comparability in training programs, and provide a basis for certification requirements which would assure high standards of quality for teachers in this field. The following guidelines represent an attempt to meet this need.

Because of the great variation in educational institutions which might undertake to prepare teachers for bilingual-bicultural education programs these guidelines do not attempt to work out a set curriculum or to recommend a specific series of course titles. It is not only useful but urgent, however, to formulate the principles upon which such a program of teacher preparation should rest.

Accordingly, the guidelines emphasize personal qualities, attitudes, skills, experience, and knowledge rather than courses and credit hours. The manner of the formulation owes much to the documents from different states that were consulted and it represents the consensus of a number of leaders in the field, drawn from all levels of instruction and supervision, and representing a broad range of experience and points of view. The development of the guidelines was made possible through a grant from the U. S. Office of Education (Title V, EPDA).

Although these guidelines are intended to be applicable primarily to teachers at the preservice level, they will also apply to teachers at the inservice level. One cardinal principle must be rigidly observed through-

out, namely that the teacher of bilingual-bicultural education should have the same quality academic preparation as teachers of other subjects at comparable levels.

PERSONAL QUALITIES

The teacher of bilingual-bicultural education should have the following qualifications:

1. A thorough knowledge of the philosophy and theory concerning bilingual-bicultural education and its application.

2. A genuine and sincere interest in the education of children regardless of their linguistic and cultural background, and personal qualities which contribute to success as a classroom teacher.

3. A thorough knowledge of and proficiency in the child's home language and the ability to teach content through it; an understanding of the nature of the language the child brings with him and the ability to utilize it as a positive tool in his teaching.

4. Cultural awareness and sensitivity and a thorough knowledge of the cultures reflected in the two languages involved.

5. The proper professional and academic preparation obtained from a well-designed teacher training program in bilingual-bicultural education.

The guidelines which follow are designed to meet these necessary qualifications and describe the various academic areas considered essential in teacher training programs in bilingual-bicultural education.

I. LANGUAGE PROFICIENCY

The teacher should demonstrate the ability to:

1. Communicate effectively, both in speaking and understanding, in the languages and within the cultures of both the home and school. The ability will include adequate control of pronunciation, grammar, vocabulary, and regional, stylistic, and nonverbal variants appropriate to the communication context.

2. Carry out instruction in all areas of the curriculum using a standard variety of both languages.

II. LINGUISTICS

The teacher should demonstrate the ability to:

1. Recognize and accept the language variety of the home and a standard variety as valid systems of communication, each with its own legitimate functions.

2. Understand basic concepts regarding the nature of language.

3. Understand the nature of bilingualism and the process of becoming bilingual.

4. Understand basic concepts regarding the natural effects of contacts between languages and the implications of this information for the instructional program.

5. Identify and understand regional, social, and developmental varieties in the child's languages at the phonological, grammatical, and lexical levels.

6. Identify and understand structural differences between the child's first and second languages, recognizing areas of potential interference and positive transfer.

7. Develop curricular activities to deal with areas of interference.

8. Understand theories of first and second language learning, differences between child and adult language learning, and their implications for the classroom.

III. CULTURE

The teacher should demonstrate the ability to:

1. Respond positively to the diversity of behavior involved in cross-cultural environments.

2. Develop awareness in the learner of the value of cultural diversity.

3. Prepare and assist children to interact successfully in a cross-cultural setting.

4. Recognize and accept different patterns of child development within and between cultures in order to formulate realistic objectives.

5. Assist children to maintain and extend identification with and pride in their culture.

6. Understand, appreciate, and incorporate into activities, materials and other aspects of the instructional environment:

a. The culture and history of the group's ancestry.

b. Contributions of group to history and culture of the United States.

c. Contemporary life style(s) of the group.

7. Recognize both the similarities and differences between Anglo-American and other cultures and both the potential conflicts and opportunities they may create for children.

8. Know the effects of cultural and socioeconomic variables on the student's learnings styles (cognitive and affective) and on the student's general level of development and socialization.

9. Use current research regarding the education of children in the U. S. from diverse linguistic and cultural backgrounds.

10. Understand the effects of socioeconomic and cultural factors on the learner and the educational program.

11. Recognize differences in social structure, including familial organization and patterns of authority, and their significance for the program.

IV. INSTRUCTIONAL METHODS

This component should enable teachers to assist students in achieving their full academic potential in the home language and culture as well as in English. To this end, the teacher is expected to demonstrate the following competencies:

1. Assist children to maintain and extend command of the mother tongue and the second language in listening, speaking, reading, and writing.

2. Apply teaching strategies appropriate to distinct learning modes and developmental levels, including preschool, taking into consideration how differences in culture affect these and other learning variables.

3. Organize, plan and teach specific lessons in the required curriculum areas, using the appropriate terminology in the learner's language(s) and observing the local district curriculum guidelines. Basic elements and methodologies best suited to the teaching of reading and language arts, mathematics, social studies and science, as a minimum, must be identified and applied in the learner's language(s).

4. Utilize innovative techniques effectively and appropriately in the learner's language(s) in the various content areas, namely:

a. Formulation of realistic performance objectives and their assessment.

b. Inquiry/discovery strategies.

c. Individualized instruction.

d. Learning centers.

e. Uses of media and audio visual materials.

f. Systems approaches to the teaching of reading and mathematic skills.

g. Team teaching and cross grouping.

h. Interaction analysis.

5. Develop an awareness of the way in which learner's culture should permeate significant areas of the curriculum.

6. Utilize first and/or second-language technique in accordance with the learner's needs at various stages of the learning process.

7. Utilize effective classroom management techniques, for optimal learning in specific situations.

8. Work effectively with paraprofessionals and other adults.

9. Identify and utilize available community resources in and outside the classroom.

V. CURRÍCULUM UTILIZATION AND ADAPTATION

The teacher should demonstrate the ability to:

1. Identify current biases and deficiencies in existing curriculum and in both commercial and teacher-prepared materials of instruction. Materials should be evaluated in accordance with the following criteria:

a. Suitability to students' language proficiencies and cultural experiences.

b. Provision and respect for linguistic and cultural diversity.

c. Objectives, scope, and sequence of the materials in terms of content areas.

d. Students' reaction to materials.

2. Acquire, evaluate, adapt, and develop materials appropriate to the

bilingual-bicultural classroom.

VI. ASSESSMENT

General:

The teacher should demonstrate the ability to:

1. Recognize potential linguistic and cultural biases of existing assessment instruments and procedures when prescribing a program for the learner.

2. Utilize continuous assessment as part of the learning process.

3. Interpret diagnostic data for the purpose of prescribing instructional programs for the individual.

4. Use assessment data as basis for program planning and implementations.

Language:

The teacher should demonstrate the ability to:

1. Determine language dominance of the learner in various domains of language use -- oral and written.

2. Use assessment results to determine teaching strategies for each learner.

3. Identify areas of proficiency (oral and written: vocabulary, syntax, phonology) in the learner's first and second language.

4. Assess maintenance and extension levels of the learner's language(s).

Content:

The teacher should demonstrate the ability to:

1. Evaluate growth, using teacher-prepared as well as standard instruments, in cognitive skills and knowledge of content areas, utilizing the language of the home.

2. Assess accuracy and relevance of materials utilized in the classroom.

3. Prepare tests to evaluate achievement of proposed objectives of instruction.

Self:

The teacher should demonstrate the ability to identify and apply procedures for the assessment of:

1. Own strengths and weaknesses as a bilingual teacher.

2. Own value system as it relates to the learner, his behavior, and his background.

3. The effectiveness of own teaching strategies.

VII. SCHOOL-COMMUNITY RELATIONS

Current trends in education have specifically identified the significant

role of the community in the educational process. The knowledge that the community has goals and expectations creates for the schools the need to include, integrate and enhance those expectations into the regular school program.

Bilingual education offers distinct opportunities to bridge the structural and cultural gap between school and community. The school with a bilingual-bicultural education program should serve as a catalyst for the integration of diverse cultures within the community.

The teacher should demonstrate the following competencies:

1. Develop basic awareness concerning the importance of parental and community involvement for facilitating the learner's successful integration to his school environment.

2. Acquire skills to facilitate the basic contacts and interaction between the learners' families and the school personnel.

3. Demonstrate leadership in establishing home/community exchange of sociocultural information which can enrich the learner's instructional activities.

4. Acquire and develop skills in collecting culturally relevant information and materials characteristic of both the historical and current life-styles of the learners' culture(s) that can serve both as curriculum contents and for instructional activities.

5. Acquire a knowledge of the patterns of child rearing represented in the families of the learners so as to better understand the background of the learners' behaviors in the classroom.

6. Act as facilitator for enhancing the parents' roles, functions and responsibilities in the school and community.

7. Serve as a facilitator for the exchange of information and views concerning the rationale, goals, and procedures for the instructional programs of the school.

8. To plan for and provide the direct participation of the learners' family in the regular instructional programs and activities.

VIII. SUPERVISED TEACHING

Because of the great disparity between theory presented in the context of a college environment and practical teaching realities in a bilingual-bicultural classroom setting, it is essential that a portion of every teacher's training experience include on-site supervised teaching experience in a bilingual-bicultural program. To the extent possible, relevant competencies should be demonstrated in the direct context of such a classroom setting.